

MAKING THE PROGRAM REGISTRY LOGICAL

DATA COORDINATOR'S CONFERENCE

SEPTEMBER 18-19, 2018

OVERVIEW

- WHAT IS THE TJJD PROGRAM & SERVICES REGISTRY?
- PROGRAM REGISTRY BACKGROUND
- WHY DOES THE PROGRAM REGISTRY MATTER?
- COMPONENTS OF AN EFFECTIVE PROGRAM REGISTRY
- IMPACT OF INCOMPLETE REGISTRY
- MOVING FORWARD

WHAT IS THE TJJD PROGRAM
AND SERVICES REGISTRY?


BACKGROUND

- IN 2009, HB 3689 REQUIRED TJJD TO COLLECT COMPREHENSIVE DATA CONCERNING THE OUTCOMES OF LOCAL PROBATION PROGRAMS
- IN 2011, SB 653 REQUIRED TJJD TO DEVELOP PERFORMANCE MEASURES TO EVALUATE THE EFFICACY OF PROGRAMS AND SERVICES ON THE OUTCOMES OF YOUTH
 - SEC. 221.054 ASKED TJJD TO COLLECT DATA CONCERNING OUTCOMES OF LOCAL PROBATION PROGRAMS
 - SEC. 203.015 ASKED TJJD TO ESTABLISH AND IMPLEMENT A SYSTEM TO EVALUATE THE EFFECTIVENESS OF COUNTY AND STATE PROGRAMS AND SERVICES FOR YOUTH.



The TJJD Program & Services Registry

- <https://www.tjjd.texas.gov/programregistryexternal/members/searchprograms.aspx>
- To gain access to the Program Registry application, complete and submit a TJJD-AEU-135 Program Registry User Authorization Form that can be accessed via the TJJD website here: <http://www.tjjd.texas.gov/publications/default.aspx>



Program Registry - Public Access

[Search For Programs](#) [Help](#)

Search For Department Programs
Search Tip: For a broader search, select fewer search criteria. Unless otherwise mentioned, the search returns ANY program entry containing the selected criterion.

Advanced Search		Search Programs																																					
Program Status and Department: Select a specific department or choose ALL to select all juvenile probation departments in the state. Selecting "All" under Program Status will return all active and in-active programs in the registry	Program Status <input checked="" type="radio"/> Active <input type="radio"/> All	Region Select a Region <input type="text"/>	Department ALL <input type="text"/>																																				
Program Serves:	<input type="checkbox"/> Juvenile Offender <input type="checkbox"/> Parent/Guardian of Offender <input type="checkbox"/> At Risk Youth																																						
Demographics: Applicable only to those programs serving juvenile offenders. Selecting "Male" or "Female" will return those programs which serve that specific gender	Gender <input checked="" type="radio"/> Male <input type="radio"/> Female <input type="radio"/> Both																																						
	Ages <input type="checkbox"/> < 10yrs <input type="checkbox"/> 10yrs <input type="checkbox"/> 11yrs <input type="checkbox"/> 12yrs <input type="checkbox"/> 13yrs <input type="checkbox"/> 14yrs <input type="checkbox"/> 15yrs <input type="checkbox"/> 16yrs <input type="checkbox"/> 17yrs																																						
Program Type: A program can only have one program type. Departments select the program type that best describes the overall goals of the program	<table><tbody><tr><td><input type="checkbox"/> Aftercare Management</td><td><input type="checkbox"/> Anger Management/Conflict Resolution</td><td><input type="checkbox"/> Animal/Equine Therapy</td></tr><tr><td><input type="checkbox"/> At Risk</td><td><input type="checkbox"/> Border Children Justice Project</td><td><input type="checkbox"/> Cognitive Behavioral Therapy/Treatment</td></tr><tr><td><input type="checkbox"/> Community Service/Restitution</td><td><input type="checkbox"/> Counseling Services</td><td><input type="checkbox"/> Drug Court</td></tr><tr><td><input type="checkbox"/> Early Intervention/First Referral</td><td><input type="checkbox"/> Educational</td><td><input type="checkbox"/> Electronic/GPS Monitoring</td></tr><tr><td><input type="checkbox"/> Experiential Education</td><td><input type="checkbox"/> Extended Day Program/Day Boot Camp</td><td><input type="checkbox"/> Family Preservation</td></tr><tr><td><input type="checkbox"/> Female Offender</td><td><input type="checkbox"/> Gang Prevention/Intervention</td><td><input type="checkbox"/> Home Detention</td></tr><tr><td><input type="checkbox"/> Intensive Case Management</td><td><input type="checkbox"/> Intensive Supervision</td><td><input type="checkbox"/> Life Skills</td></tr><tr><td><input type="checkbox"/> Mental Health</td><td><input type="checkbox"/> Mental Health Court</td><td><input type="checkbox"/> Mental Retardation</td></tr><tr><td><input type="checkbox"/> Mentor</td><td><input type="checkbox"/> Parent Training (for parents)</td><td><input type="checkbox"/> Parenting (for juvenile)</td></tr><tr><td><input type="checkbox"/> Runaway/Truancy</td><td><input type="checkbox"/> Sex Offender</td><td><input type="checkbox"/> Substance Abuse Prevention/Intervention</td></tr><tr><td><input type="checkbox"/> Substance Abuse Treatment</td><td><input type="checkbox"/> Victim Mediation</td><td><input type="checkbox"/> Victim Services</td></tr><tr><td><input type="checkbox"/> Vocational/Employment</td><td></td><td></td></tr></tbody></table>			<input type="checkbox"/> Aftercare Management	<input type="checkbox"/> Anger Management/Conflict Resolution	<input type="checkbox"/> Animal/Equine Therapy	<input type="checkbox"/> At Risk	<input type="checkbox"/> Border Children Justice Project	<input type="checkbox"/> Cognitive Behavioral Therapy/Treatment	<input type="checkbox"/> Community Service/Restitution	<input type="checkbox"/> Counseling Services	<input type="checkbox"/> Drug Court	<input type="checkbox"/> Early Intervention/First Referral	<input type="checkbox"/> Educational	<input type="checkbox"/> Electronic/GPS Monitoring	<input type="checkbox"/> Experiential Education	<input type="checkbox"/> Extended Day Program/Day Boot Camp	<input type="checkbox"/> Family Preservation	<input type="checkbox"/> Female Offender	<input type="checkbox"/> Gang Prevention/Intervention	<input type="checkbox"/> Home Detention	<input type="checkbox"/> Intensive Case Management	<input type="checkbox"/> Intensive Supervision	<input type="checkbox"/> Life Skills	<input type="checkbox"/> Mental Health	<input type="checkbox"/> Mental Health Court	<input type="checkbox"/> Mental Retardation	<input type="checkbox"/> Mentor	<input type="checkbox"/> Parent Training (for parents)	<input type="checkbox"/> Parenting (for juvenile)	<input type="checkbox"/> Runaway/Truancy	<input type="checkbox"/> Sex Offender	<input type="checkbox"/> Substance Abuse Prevention/Intervention	<input type="checkbox"/> Substance Abuse Treatment	<input type="checkbox"/> Victim Mediation	<input type="checkbox"/> Victim Services	<input type="checkbox"/> Vocational/Employment		
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BIG PICTURE

The background of the slide features a photograph of two hands reaching towards each other from the left and right edges of the frame. The hands are positioned as if they are about to clasp or are in the process of reaching across a gap. Below the hands is a dark blue body of water with visible ripples and small waves. Above the water is a clear blue sky with a few wispy white clouds. The overall composition suggests a theme of connection, reaching, or bridging a gap.

ORIGINAL INTENT OF THE REGISTRY: TO PROVIDE A COMPREHENSIVE LIST OF ALL PROGRAMS AND SERVICES OFFERED BY AND AVAILABLE THROUGH JUVENILE PROBATION DEPARTMENTS.

FUTURE ENDEAVORS OF REGISTRY: PROVIDE DETAILED PROGRAM DESCRIPTIONS IN LOGIC MODEL FORMAT TO BETTER UNDERSTAND PROGRAMS, EVALUATE FOR EFFICACY, AND APPROPRIATELY MATCH JUVENILES.

WHY DOES THE PROGRAM
REGISTRY MATTER?

WHO USES THE REGISTRY?

- JUVENILE JUSTICE PROFESSIONALS
- ADVOCACY GROUPS
- CHILD WELFARE AGENCIES
- PUBLIC (STUDENTS, PARENTS OF JUVENILES, INTERESTED PARTIES)

OBSERVATIONS OF CURRENT STATE

PROGRAM DESCRIPTIONS

- REGISTRY ENTRIES HAVE NOT BEEN REGULARLY UPDATED
- VAGUE AND ABBREVIATED
- DO NOT FULLY DESCRIBE PROGRAM COMPONENTS (INPUTS, ACTIVITIES, OUTPUTS)
- VAGUELY DESCRIBE TARGET POPULATION
- DO NOT DESCRIBE EXPECTED OUTCOMES AND THE DEFINITION OF SUCCESSFUL COMPLETION

KEY COMPONENTS OF AN EFFECTIVE PROGRAM REGISTRY

WHAT SHOULD THE REGISTRY LOOK LIKE?

- COMPREHENSIVE, WELL THOUGHT OUT DESCRIPTIONS
- LOGIC MODEL INCORPORATED OR ATTACHED*

- REFER TO:

[HTTPS://WWW.CRIMESOLUTIONS.GOV/PROGRAMDETAILS.ASPX?ID=254](https://www.crimesolutions.gov/ProgramDetails.aspx?ID=254)

WHY USE A LOGIC MODEL?

- PROGRAM DESIGN AND PLANNING
- BETTER UNDERSTANDING OF A PROGRAM
- CLEARLY DEFINES WHAT COMPONENTS TO MEASURE
- TO INFORM AND EDUCATE OTHERS

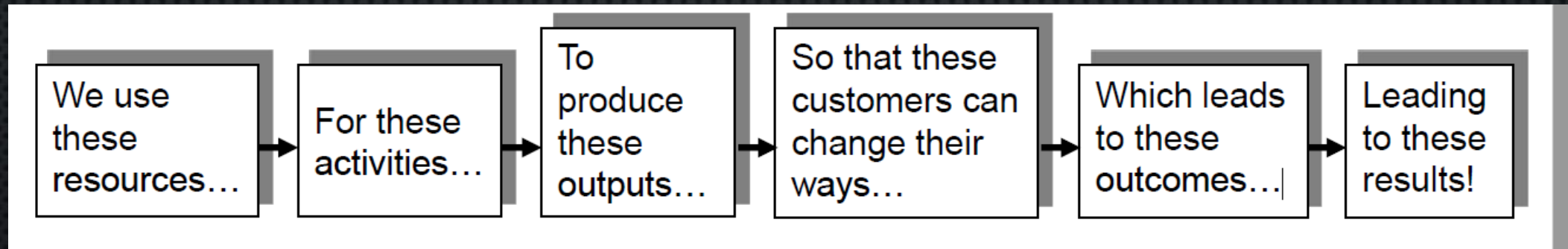
HOW TO USE YOUR LOGIC MODEL

- ENSURE PROGRAM FIDELITY
- MONITOR AND EVALUATE PROGRESS
- INFORM/GUIDE PROCESS OR IMPLEMENTATION EVALUATION
- ASSESS PROGRAM IMPACT

WHAT IS A LOGIC MODEL



- **LOGIC MODEL:** A GRAPHIC REPRESENTATION THAT CLEARLY DESCRIBES THE LOGICAL RELATIONSHIPS BETWEEN THE PROBLEM TO BE ADDRESSED, PROGRAM ACTIVITIES, OUTPUTS, AND OUTCOMES.



AGGRESSION REPLACEMENT TRAINING LOGIC MODEL

Problem Statement: Youth on probation supervision have a violent re-offense rate of 30% demonstrating a need for a cognitive behavioral intervention program that addresses youth who experience difficulties with interpersonal relationships and prosocial behavior

Goal: To reduce recidivism by modifying the anti-social behavior of chronically aggressive youth through skill streaming, anger control and moral reasoning training

Target Population:	Resources:	Activities:	Outputs:	Outcomes:
<ul style="list-style-type: none"> Ages 12-17 Youth on probation Identified as chronically aggressive through relevant assessments Identified as accepting of anti-social behavior through relevant assessments 	<ul style="list-style-type: none"> ART-trained group facilitators Assessment personnel (e.g. trained probation officers or case managers) Program materials Space for groups of 8-12 youth to meet Evaluation checklist Budget 	<ul style="list-style-type: none"> 30 one-hour program sessions delivered 3 times per week over 10 weeks (1 hr. per component) Structured Learning Training: <ul style="list-style-type: none"> Modeling Role playing Performance feedback Transfer training Anger Control Training: <ul style="list-style-type: none"> Identifying triggers/cues Using reminders/reducers Self-evaluation Moral Reasoning: <ul style="list-style-type: none"> Moral dilemma exposure 	<ul style="list-style-type: none"> Participants will attend at least N of the 30 program sessions # of Structured Learning Trainings given and attendance rate # of Anger Control Trainings given and attendance rate # of Moral Reasoning sessions given and attendance rate 	<ul style="list-style-type: none"> At least 80% of participants will abstain from recidivating within 18 months of the date of program completion At least XX% of participants will have significant improvements in parent- and teacher-reported scores on the Social Skills Rating System (SSRS) At least XX% of participants will have significant improvements on parent-reported scores on the Child and Adolescent Disruptive Behavior Inventory 2.3 (CADBI) At least XX% of participants will report significant improvement on the HIT instrument

Date Created/Modified:

PROGRAM DESCRIPTION

- CLEARLY STATED PROBLEM-STATEMENT
- PROGRAM RESOURCES
- TARGET POPULATION
- PROGRAM ACTIVITIES
- OUTPUTS
- EXPECTED OUTCOMES

PROBLEM STATEMENT



- DEFINES THE ISSUE TO BE ADDRESSED
- SHOULD BE CLEAR AND CONCISE
- REFERENCES DATA HIGHLIGHTING THE PROBLEM AND WHO THE PROBLEM AFFECTS (SUBSTANCE ABUSERS, VIOLENT OFFENDERS)
- EX: "YOUTH ON PROBATION SUPERVISION HAVE A VIOLENT RE-OFFENSE RATE OF 30% DEMONSTRATING A NEED FOR A COGNITIVE BEHAVIORAL INTERVENTION PROGRAM THAT ADDRESSES YOUTH WHO EXPERIENCE DIFFICULTIES WITH INTERPERSONAL RELATIONSHIPS AND PROSOCIAL BEHAVIOR"



PROGRAM GOALS

- **WHAT DOES YOUR PROGRAM PLAN TO ACHIEVE?**
- **EX: ART PROGRAM GOALS FROM [CRIMESOLUTIONS.GOV](https://www.crimesolutions.gov):**
“THE MAIN GOAL IS TO REDUCE AGGRESSION AND VIOLENCE AMONG YOUTH BY PROVIDING THEM WITH OPPORTUNITIES TO LEARN PROSOCIAL SKILLS IN PLACE OF AGGRESSIVE BEHAVIOR.”

TARGET POPULATION

Target Population Definition:

People for whom the program is intended.

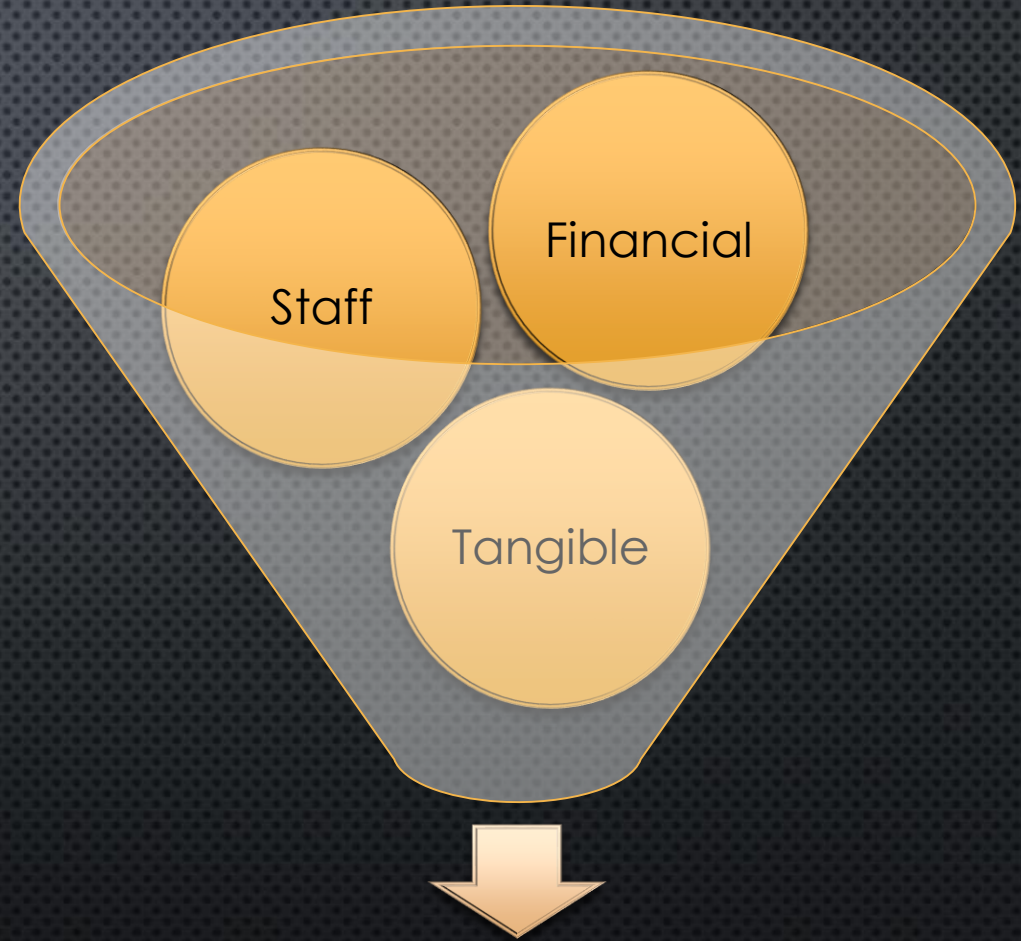
EX: Target Population

The ART program is targeted for youth on probation ages 12-17 who have been identified as chronically aggressive through relevant assessments. Youth may also be identified as accepting of anti-social behavior through relevant assessments.



PROGRAM INPUTS (RESOURCES)

- BUDGET
- STAFF
- SUPPLIES
- LOCATION
- TRANSPORTATION



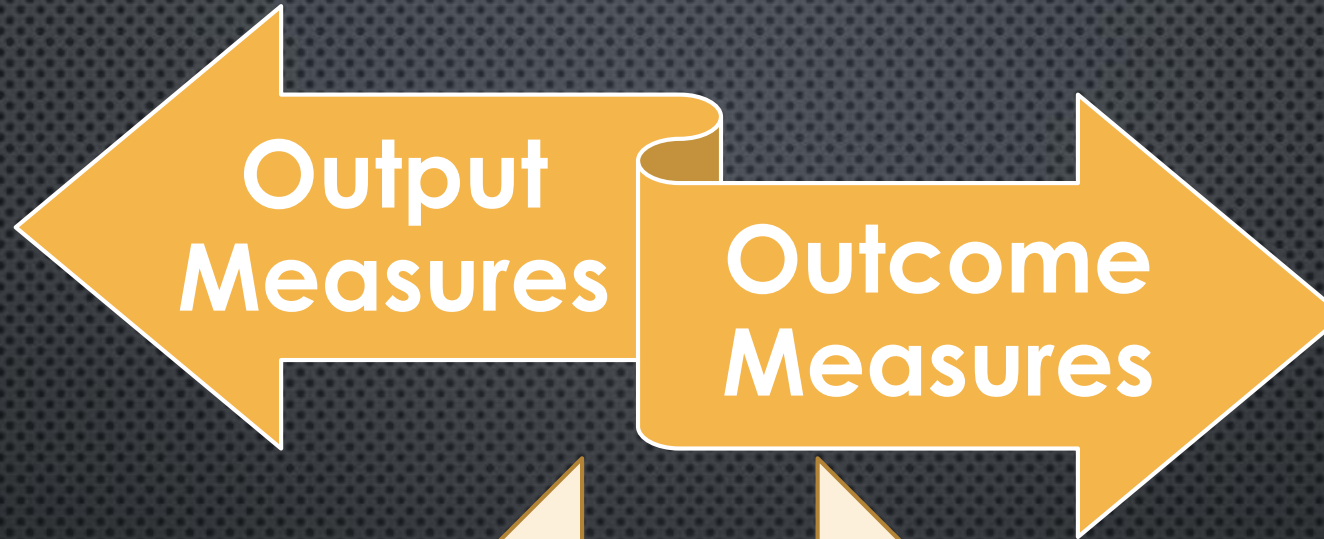
Resources

PROGRAM ACTIVITIES

- WHAT IS THE PROGRAM DOING TO ADDRESS THE PROBLEM AND MEET GOALS?
- IMPORTANT TO INCLUDE RESEARCH-BASED INTERVENTIONS THAT MATCH THE PROGRAM THEORY
- ACTIVITIES SHOULD INCLUDE MEASURABLE OUTPUTS
- INCLUDE THE DOSAGE AND SERVICE PROVIDER INFORMATION



PROGRAM OUTPUTS AND OUTCOMES



ART Outputs

- Participants attend at least N of the 30 program sessions
- # of Structured Learning Trainings provided and attendance rate
- # of Anger Control Trainings given and attendance rate

QUANTITY

**Outputs lead to
Outcomes**

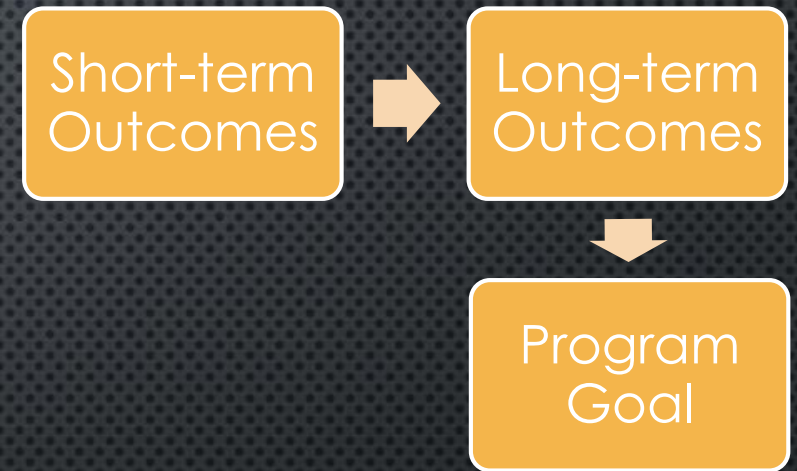
ART Outcomes

- 80% of participants abstain from recidivating within 18mos of completion
- At least XX% of participants demonstrate improved scores on Social Skills Rating System
- At least XX% will have improvements on CADBI

IMPACT

PROGRAM OUTCOMES

- HOW WE “KNOW” WE HAVE ACHIEVED THE PROGRAM’S GOAL
- SHOULD CONNECT TO THE PROGRAM’S GOALS
- MEASURABLE OR QUANTIFIABLE
- DESCRIBE BENEFITS FOR PARTICIPANTS AND COMMUNITY



IMPLICATIONS OF AN INCOMPLETE REGISTRY

WHAT HAPPENS WHEN A REGISTRY IS INCOMPLETE?

1. PROGRAM DRIFT: UNINTENTIONAL CHANGES TO PROGRAM THAT HAPPEN OVER TIME
2. WE ARE NOT FULFILLING THE LEGISLATOR'S MANDATE TO MEASURE PROGRAM EFFICACY
3. ADVOCACY GROUPS AND JUVENILE JUSTICE DEPARTMENTS MAY NOT BE ABLE TO FIND APPROPRIATE PROGRAM MATCH FOR YOUTH
4. RESEARCH AND PROGRAM STAFF CANNOT ACCURATELY EVALUATE PROGRAM EFFICACY AND IMPACT IF THE PROGRAM IS NOT CLEARLY DESCRIBED

MOVING FORWARD

1. INITIATIVE TO IMPROVE CURRENT REGISTRY IN FY2019
2. START WORKING ON LOGIC MODELS FOR KEY PROGRAMS
 - COMPLETE ROUGH DRAFTS BY MAY 1 FOR FEEDBACK
 - TECHNICAL ASSISTANCE VIA GoTo MEETING



REFERENCES

- [HTTPS://WWW.OJJDP.GOV/](https://www.ojjdp.gov/)
- TEXAS JUVENILE JUSTICE DEPARTMENT. (PRODUCER). 2016. *DESCRIBING YOUR PROGRAMS USING LOGIC MODELS*. [POWERPOINT WEBINAR]. RETRIEVED FROM [HTTP://WWW.TJJ.D.TEXAS.GOV/TRAININGRESOURCES/WEBINARDOCS/DESCRIBING YOUR PROGRAMS USING LOGIC MODELS.PDF](http://www.tjjd.texas.gov/trainingresources/webinarDocs/Describing_Your_Programs_Using_Logic_Models.pdf).
- ROSSI, P.H., LIPSEY, M.W., & FREEMAN, H.E. (2004). *EVALUATION: A SYSTEMATIC APPROACH* (SEVENTH ED.). THOUSAND OAKS, CA: SAGE PUBLICATIONS.



THANKS!

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